

**Accountability System Development for 2014  
Accountability Technical Advisory Committee (ATAC)**

**2014 ATAC Accountability Development Topics**

**Background.** The 2013 ratings criteria and targets for the performance indexes were applicable to 2013 only since the rating system could not be fully implemented in the first year due to statutory requirements in House Bill 3 (HB 3), 81<sup>st</sup> Texas Legislature, 2009. In addition to the planned transitional changes for 2014, House Bill 5 (HB 5), 83rd Texas Legislature, 2013, made further changes to the rating system that require the inclusion of additional postsecondary readiness indicators.

The following documents provide a guide to the numerous issues to be addressed. The *Legislative Interpretations* document summarizes the current statutory requirements for the state accountability system following the 83<sup>rd</sup> Texas Legislature (2013). The *Summary of 2013 State Accountability Appeals* outlines the issues raised by districts that submitted an appeal of their 2013 accountability rating.

Planned changes for 2014:

1. Inclusion of English Language Learners (ELLs) in their second and third years in U.S. schools based on the ELL Progress Measure in Index 1.
2. Inclusion of additional students in Index 2:
  - Student progress measures in 2014 for students tested on STAAR Modified, STAAR Alternate, and enhancements to the existing STAAR Progress Measure calculations.
  - Inclusion of the ELL Progress Measure in Index 2.
3. Use of Level III Advanced performance in Index 3 through two points credit for each percent of students at the Level III Advanced performance standard.
4. Use of Final Level II performance standards in Index 4 through an additional STAAR component that measures STAAR Percent Met Final Level II on One or More Tests for All Students and race/ethnicity student groups.
5. Changes to Campus Distinction Designations:
  - Top 25% Closing Achievement Gaps based on performance on Index 3: Closing Performance Gaps.
  - Academic Achievement Distinction Designations in Science
  - Academic Achievement Distinction Designations in Social Studies
  - Additional indicators for Academic Achievement in Reading/ELA and Mathematics based on Preliminary SAT (PSAT) and ACT Plan (PLAN) test results.

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### HB 5 and other legislative changes:

1. Reduces the number of end-of-course (EOC) assessments required for graduation from fifteen assessments to five: English I, English II, Algebra I, biology, and U.S. history beginning with the 2013–14 school year.
2. Requires STAAR English I and II reading and writing assessments be combined into a single English I and II assessment and be administered on one day beginning in spring 2014.
3. Expands the postsecondary readiness indicators evaluated for state accountability in Index 4 to include Texas Success Initiative (TSI) college readiness benchmarks and the number of students who earn postsecondary credit required for the foundation high school program, an associate's degree, or an industry certification.
4. Expands the distinction designations to both districts and campuses, and requires distinctions for outstanding performance in attainment of postsecondary readiness.
5. Requires assignment of rating labels of A, B, C, D, or F to districts, and rating labels of exemplary, recognized, acceptable, or unacceptable to campuses beginning in the 2016-17 school year.
6. Requires districts to assign ratings based on locally-determined Community and Student Engagement evaluations (TEC Section 39.0545)
  - Beginning with the 2013-14 school year, districts will be required to evaluate community and student engagement compliance for the district and each of their campuses and assign a rating. The school district assigned ratings are required to be reported to TEA by August 8, 2014.
  - Statute requires that districts assign a performance rating of exemplary, recognized, acceptable, or unacceptable based on locally-determined criteria. These performance ratings must be based on criteria developed by a local committee. Statute does not permit the Agency to determine the criteria that can be used for these evaluations.
  - TEA is developing a proposal to collect the locally-determined ratings in PEIMS Submission 3 for the 2013-14 school year. TEA is also required to report these ratings publicly by October 1, 2014.
7. Requires the evaluation of dropout recovery schools (TEC Section 39.0545) that are defined as:
  - serves students in grades 9-12;
  - has enrollment of which at least 50 percent of the students are 17 years of age or older as of September 1 of the school year; and
  - meets the eligibility requirements for and is registered under alternative education accountability procedures adopted by the commissioner.
8. Requires the development of the Texas School Accountability Dashboard (TEC Section 39.309) and additional performance indicators added to the Texas Annual Performance Report.

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### Topics from the 2013 Accountability Rating appeal process:

1. Review of minimum size criteria and small numbers analysis on Index 2 and Index 4.
2. Review of minimum size and selection criteria of the prior-year Lowest Performing Student Group in Index 3.
3. Review of the Recommended High School Program/Distinguished Achievement (Advanced) Program (RHSP/DAP) indicator in Index 4.

**Review of Performance Indexes.** Each of the performance indexes are reviewed based on changes noted above.

**Assessment Issues – All Four Indexes:** Several changes to the Texas Assessment Program require decisions for the processing of test results for all performance indexes and participation data used in the System Safeguard.

- STAAR Assessments included in all Indexes must be changed for 2014.

**A.1.** STAAR English I and II reading and writing assessments must be combined into a single English I and II assessment beginning in spring 2014.

**Staff Recommendation A.1a:** Include the combined English I or English II assessment in the Reading subject area only.

**Staff Recommendation A.1b:** For EOC tests only, do not include the English I or English II writing results from the EOC summer 2013 or fall 2013 administrations.

These recommendations require the Reading subject area to include English I or English II reading results from EOC summer administration and EOC fall administrations, plus the combined English I or English II assessments from the EOC spring administrations.

**ATAC Recommendation A.1a:** Include the combined English I or English II test in the Reading subject area only.

**ATAC Recommendation A.1b:** For EOC tests only, do not include the English I or English II reading or writing results from the EOC summer 2013 or fall 2013 administrations.

2014 STAAR EOC Assessments for ELA Reading and Writing			
	Summer 2013 EOC Administration	Fall 2013 EOC Administration	Spring 2014 EOC Administration
ELA Reading	English I and II reading	English I and II reading	English I and II combined reading and writing test results
ELA Writing	English I and II writing	English I and II writing	

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- A.2.** HB 5 allows students to substitute certain tests for corresponding EOC assessments in order to meet graduation requirements. Current agency rules require that school districts receive official results from an approved substitute assessment and verify the student's score in order to determine whether the student met the performance standard to qualify for a public high school diploma in Texas. Test answer documents for students who take substitute assessment will not collect student performance results on these substitute assessments.

**Staff Recommendation A.2:** Exclude all substitute assessment test answer documents from accountability processing.

**ATAC Recommendation:** Include all substitute assessments and count as passers at the phase-in 1 Level II performance standard and the higher level performance standards (although there was no consensus on the specific performance standard, either Final Level II or Advanced Level III).

- A.3.** HB 5 reduced the number of end-of-course (EOC) assessments required for graduation. The following high school test results are included in Index 1, Index3, and Index 4:

- Reading - English I, English II,
- Mathematics - Algebra I,
- Writing – none,
- Science - Biology, and
- Social Studies - U.S. History.

**Index 1:** The ATAC ELL Workgroup recommended a transition for including ELL students in Index 1 in order to use the ELL Progress Measure results when available in 2014. See the ATAC Notebook tab: *Student Assessment* for a summary of the ELL Progress Measure and the *ELL Transition Summary* for the planned inclusion of ELL results for each index.

1. Additional tests with ELL Progress Measure results will be included in the Index 1 calculation.

**ATAC Recommendation 1:** ELL students in their second or third Year in U.S. schools that were tested on English test versions of the STAAR are included through the ELL Progress Measure. ELL student test results with an ELL Progress Measure that meet the progress measure plan expectation will receive credit in the index. The members of the ATAC ELL workgroup will reconvene to develop final recommendations on inclusion of ELL students in the 2014 rating system.

**Index 2:** As planned, additional STAAR Progress Measures and the ELL Progress Measures results will be included in 2014. Based on a number of appeals letters regarding Index 2, a review of the minimum size criteria is also requested. See the document *Summary of 2013 State Accountability Appeals* and *Small Numbers Analysis Flowcharts* for more information.

- 2.1.** Review minimum size criteria: The All Students group must have greater than or equal to 10 tests. The race/ethnicity, English language learner and special education student groups must have greater

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than or equal to 25 tests. Minimum size criteria are applied to the Reading, Mathematics, and Writing subjects.

**Staff Recommendation 2.1:** No change to the minimum size criteria recommended.

**ATAC Recommendation 2.1:** Agree with staff recommendation.

### 2.2. Include additional STAAR student progress measure results.

- Tests Included:
  - For a summary of additional STAAR progress measures, access the document *Calculating STAAR Progress Measures* at <http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769806843&libID=25769806846>.
  - The reduction of the number of end-of-course (EOC) assessments and combined English I and II assessment will leave the following STAAR Progress Measures available for high school/secondary campus evaluations of Index 2:
    - Reading - English I and English II for students tested for first time in summer 2013 or fall 2013 (not applicable depending on Recommendation A.1b).
    - Reading - English I, English II for students tested on STAAR Alternate only.
    - Mathematics - Algebra I.

**ATAC Recommendation 2.2:** For 2014 state accountability ratings only, do not evaluate Index 2 for high schools based on the small number of assessments available.

### 2.3. Include ELLs in their second or third Year in US Schools through the ELL Progress Measure. See the document *ATAC Notebook tab: Student Assessment* for a summary of the ELL Progress Measure and the *ELL Transition Summary* for the planned inclusion of ELL results for each index.

- Additional ELL progress measure results were planned for 2014 and recommended by the ATAC for inclusion in Index 2 prior to the completion of the ELL Progress Measure. Index 2 will credit one point for each student meeting the ELL Progress Measure plan expectation. If available, an ELL Progress Measure “exceeds” level will credit Index 2 with two points for each student at that level.
- Targets required for 2014.

**ATAC Recommendation 2.3:** The members of the ATAC ELL workgroup will reconvene to develop final recommendations on inclusion of ELL students in the 2014 rating system.

### 2.4. Due to the inclusion of additional STAAR progress measure and ELL progress measure results to Index 2, it is not possible to determine the Index 2 outcomes in order to define targets for the Index for 2014.

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**Item for Discussion:** Recommend a method for setting the 2014 Index 2 target.

For 2013, Index 2 targets for non-AEA campuses were set at about the fifth percentile of non-AEA campus performance by three campus types: elementary school, middle school/junior high school, and high school/multi-grade schools. The Index 2 targets for non-AEA school districts were set at about the fifth percentile of non-AEA campus performance across all campus types.

For AEA campuses, Index 2 targets were set at about the fifth percentile of AEA campus performance and applied to both AEA campuses and charter operators eligible for AEA provisions.

- Option A) Set 2014 Index 2 targets at about the fifth percentile by campus type, similar to the method used in 2013.
- Option B) Identify a target for Index 2 during the February 2014 ATAC Committee meeting based on the 2013 Index 2 results.

**ATAC Recommendation 2.4:** Option A. Set 2014 Index 2 targets at about the fifth percentile by campus type, similar to the method used in 2013.

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**Index 3:** Along with the planned changes for Index 3, issues raised during the 2013 rating appeal process calls for a review of the minimum size criteria used for Index 3.

### 3.1. Include credit for Level III advanced performance.

- Calculation: adjust the methodology to include Level III Advanced.
  - One point for each percent of tests at the phase-in Level II performance standard and above (includes students at Level III Advanced).
  - Credit one additional point for each percent of tests at the Level III performance standard.

**Staff Recommendation 3.1:** Include Level III advanced performance as planned.

**ATAC Recommendation 3.1:** Several ATAC members requested consideration of the following alternative Index 3 calculation:

- One point for each percent of tests at the phase-in Level II performance standard and above (includes students at Level III Advanced);
- Credit an additional half-point for each percent of tests at the final Level II performance standard; and,
- Credit one additional point for each percent of tests at the Level III performance standard.

Agency staff will review the feasibility of the recommendation for the alternative Index 3 calculation.

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**3.2.** Consider changes to the methodology to address issues raised during the 2013 rating appeal process. See the document *Summary of 2013 State Accountability Appeals*.

- Calculation: adjust the methodology applied to the Prior Year results to determine the Lowest Performing Race/Ethnic group.
  - The minimum size criteria of greater than or equal to 25 tests are consistent over all Indexes.
  - When applied to Prior Year tests results, Total Tests (Tests results from All Subjects) is used to identify the race/ethnicity student groups that meet the minimum size criteria of greater than or equal to 25.
  - The Index 3 calculation for current year results applies the minimum size criteria of greater than or equal to 25 tests to the identified groups *by subject*.

**Item for Discussion:** Modify the prior year minimum size criteria used to identify the Lowest Performing Race/Ethnicity used in the current year.

Over fifty percent of the districts and campuses rated *Improvement Required* in 2013 failed to meet Index 3. Of the 80 districts (6.2 percent of all districts) rated *Improvement Required*, 46 failed to meet Index 3. Similarly, of the 768 campuses (9.0 percent of all campuses) rated *Improvement Required*, 444 failed to meet Index 3. Despite this, only 8 appeals related solely to Index 3 were submitted in 2013.

- Option A) Modify the prior year minimum size criteria to require at least 25 test results and 10% of Total Tests.
- Option B) Modify the prior year minimum size criteria to require at least 25 test results in reading and at least 25 test results in mathematics.
- Option C) No changes to the Index 3 prior year minimum size criteria.

**ATAC Recommendation 3.2:** Option B: Modify the prior year minimum size criteria to require at least 25 test results in reading and at least 25 test results in mathematics.

**3.3.** Include ELLs in their second or third Year in U.S. Schools through the ELL Progress Measure. See the document ATAC Notebook tab: *Student Assessment* for a summary of the ELL Progress Measure and the *ELL Transition Summary* for the planned inclusion of ELL results for each index.

- Tests Included:
  - Additional ELL progress measure results were planned for 2014 and recommended by the ATAC for inclusion in Index 3 prior to the completion of the ELL Progress Measure.

**Item for Discussion:** Identify the appropriate measure for ELL students in Index 3.

Test results or progress measures included in Index 3 should provide the corresponding levels of attainment to credit the index equally at one or two points. If available, the ELL Progress Measure

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will include information on whether the student met the ELL Progress Measure plan expectation and if the student “exceeds” process for appropriate credit in the Index 2.

A measure of progress associated with the Level III advanced performance is not planned for the ELL Progress Measure.

- Option A) Include the ELL Progress Measure in Index 3 and credit only one point for meeting the ELL Progress Measure plan expectation.
- Option B) Include the ELL Progress Measure and STAAR test results in Index 3; credit one point for meeting the ELL Progress Measure plan expectation and two points for meeting Level III advanced performance.
- Option C) Exclude ELLs in their second or third Year in US Schools from Index 3.

**ATAC Recommendation 3.3:** The members of the ATAC ELL workgroup will reconvene to develop final recommendations on inclusion of ELL students in the 2014 rating system.

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**Index 4:** House Bill 5 requires changes for Index 4 in addition to the transitional changes planned for 2014.

- Tests Included:
  - HB 5 reduced the number of end-of-course (EOC) assessments required for graduation, so the following EOC assessments are included in Index 4:
    - Reading - English I, English II,
    - Mathematics - Algebra I,
    - Writing – none,
    - Science - Biology, and
    - Social Studies - U.S. History.

**4.1.** Include additional STAAR component for Final Level II performance in Index 4.

- Calculation of additional STAAR component: STAAR Percent Met Final Level II performance standard on One or More Tests for All Students and race/ethnicity student groups.

<b>Item for Discussion:</b> STAAR Indicator Definition
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Index 1 summary reports include the percent of tests at Final Level II or above. ATAC recommendations defined the assessment indicator as STAAR Percent Met for Final Level II performance standard on One or More Tests.

- Option A) Continue to report Index 1 information based on number of tests and report the new planned STAAR component calculated based on the number of students (as the unit of analysis).



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- Option B) Consider modification of the Index 4 STAAR component to align with the information reported for Index 1.

**ATAC Recommendation 4.1:** Option A. Continue to report Index 1 information based on number of tests and report the new Index 4 STAAR component calculated based on the number of students (as the unit of analysis).

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- 4.2. Expand Index 4 to include the postsecondary readiness indicator. At this time, only one indicator is available to meet the statutory requirement for Texas Success Initiative (TSI) college readiness benchmark information.

- Calculation of Postsecondary Indicator

**Staff Recommendation 4.2:** Add to Index 4 a modified version of the current College-Ready Graduates indicator reported on the 2013 Texas Annual Performance Report (TAPR). See document *Postsecondary Readiness Indicators* for more information.

**ATAC Recommendation 4.2:** Agree with the recommendation to modify the current College-Ready Graduates indicator reported on the 2013 Texas Academic Performance Report (TAPR). The modified indicator is the number of graduates who scored at or above the College-Ready criteria on **either** English language arts or mathematics, rather than English language arts **and** mathematics.

- 4.3. Expand Index 4 to include the STAAR component and additional Postsecondary Readiness Indicator.

<b>Item for Discussion:</b> Calculation of Index 4.
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The STAAR indicator created for the following options is calculated based on ATAC recommendations that defined the assessment indicator as STAAR Percent Met for Final Level II performance standard on One or More Tests (students as the unit of analysis).

The additional indicator of Postsecondary Readiness is calculated as the modified TAPR indicator of percent of College-Ready Graduates recommended above.

- A. Evaluate the STAAR indicator as a separate component.

Option 1) Create three separate indicators and targets to evaluate Index 4 under the following options:

Criteria A) Must meet all three indicator targets.

Criteria B) Must meet two of the three indicator targets.

Criteria C) May meet any of the three indicator targets.

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Option 2) Weight the STAAR component equally with a combined Postsecondary component with targets for each component. Evaluate Index 4 under the following options:

Criteria A) Must meet both indicator/component targets.

Criteria B) May meet either of the indicator/component targets.

B. Combine the STAAR indicator with all Index 4 indicators for one Index 4 value.

**ATAC Recommendation 4.3:** Option B. Combine the STAAR indicator with all Index 4 indicators for one Index 4 value. Include the following four components to calculate Index 4 values:

1. 4-year or 5-year Graduation Rate or Annual Dropout Rate
2. STAAR Performance based on one or more tests at final Level II standard
3. Recommended High School Program/Distinguished Achievement Program (RHSP/DAP) Rates
4. Postsecondary Indicators:
  - modified College-Ready Graduates indicator, and
  - Advanced Course/Dual Enrollment Completion (as reported on 2013 TAPR).

Each component would carry differentiated weight in the Index 4 calculation. For example, in 2013, the Graduation Rate and RHSP components were equally weighed, so each had a weight of 50% (for a total 100%).

The following options are recommended for review in February 2014.

2014 Index 4 Component Weights				
	STAAR (final Level II)	Graduation Rate	RHSP	Postsecondary Indicators
Option 1	60%	30%	5%	5%
Option 2	35%	35%	15%	15%
Option 3	25%	25%	25%	25%
Option 4	variation of the weights above to be determined			

#### 4.4. Expand Index 4 to include:

- the number of students who earn postsecondary credit required for the foundation high school program,
- an associate's degree, or
- an industry certification.

See document *Postsecondary Readiness Indicators* for more information.

**Item for Discussion:** Options for additional indicators included in Index 4 may be implemented in 2015 and beyond.

Provide a list of available and preferred indicators to meet this statutory requirement.

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**ATAC Recommendation 4.4:** Recommend inclusion of additional indicators that will be collected through PEIMs in future accountability cycles.

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**4.5.** Recommendations from the ATAC on the methodology to apply Small Number Analysis to Index 4 are requested based on issues raised during the 2013 rating appeal process. See the document *Summary of 2013 State Accountability Appeals*.

Currently the minimum size criteria for all indexes are aligned. Student groups are evaluated when the groups is greater than or equal to the minimum size criteria of 25. The All Students group is evaluated the group is greater than or equal to the minimum size criteria of 10.

The Index 4 minimum size criterion is based on the number of students in a graduating class, while indexes 1, 2, and 3 evaluate student test results.

For index 4, the process of small numbers analysis calculates an aggregated three year uniform average of the All Students group and uses the results in the index calculation. For the each of the indicators, the aggregate is created based on the minimum size criteria of 10. The indicators and criteria are listed below.

- Graduation Rate: small numbers analysis is applied to the All Students student group if the Total in Class for the 4-year (Class of 2012) or 5-year (Class of 2011) is fewer than 10 students,
- Annual Dropout Rate (Grades 9-12), small numbers analysis is applied to the All Students student group if the Number of 9-12 Graders in the 2011-12 school year is fewer than 10 and if no Graduation Rate is calculated;
- Recommended High School Program/Distinguished Achievement High School Program (RHSP/DAP) Annual Rates: Small numbers analysis is applied to the All Students student group if the Number of Total Graduates in the Classes of 2012, 2011, and 2010 is fewer than 10.

<p><b>Item for Discussion:</b> Provide feedback and recommendations on the appropriate All Students group minimum size criteria for Index 4 indicators.</p>
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Provide a list of available and preferred indicators to meet this statutory requirement.

**ATAC Recommendation 4.5:** No changes to the minimum size criteria for Index 4 or the methodology for Small Numbers Analysis.

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**Distinction Designations.** HB 5 also expanded the distinctions designations to include districts and campuses, as well as requirements for distinctions of outstanding performance in attainment of postsecondary readiness. A review of the Academic Achievement Distinction Designations methodology and indicators is requested.

- D.1.** Campus Group Methodology: Review methodology to address issues raised during the 2013 rating appeal process and comments from ATAC committee members. See the document *Campus Comparison Group Methodology* for more information.

**Staff Recommendation D.1:** No change in the campus group methodology.

**ATAC Recommendation D.1:** Review feasibility of creating groups of campuses by campus size based on fall enrollment, instead of using the specific fall enrollment count.

Also, reevaluate whether the indicator, Algebra I by Grade 8 – Participation, should be deleted from the list of eligible distinction designation indicators in mathematics for middle schools.

- D.2.** District and Campus Postsecondary Readiness Distinction Designations: HB 5 expanded the distinction designations to school districts, and specified the evaluation of outstanding performance in attainment of postsecondary readiness.

**Item for Discussion:** Postsecondary Readiness indicators required in statute must be used for Index 4 and Distinction Designations at the campus and district levels.

See document *Postsecondary Readiness Indicators* information on the following discussion item.

Recommendations for specific Postsecondary Readiness indicators are requested of the ATAC Committee for use in 2014 or 2015 and beyond.

**Staff Recommendation D.2a:** District and campus level evaluations use the same postsecondary indicators.

**Staff Recommendation D.2b:** To the greatest extent possible, Index 4 and Distinction Designations use the same postsecondary indicators.

**Staff Recommendation D.2c:** Consider using Criteria A in Option 1 of Item 4.3A to determine the Postsecondary Readiness Distinction Designations for districts and campuses.

**ATAC Recommendation D.2a:** (see below)

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**Item for Discussion:** Methodology for evaluation of Postsecondary Readiness Distinction Designations (campus and district levels).

See document *Postsecondary Readiness Indicators* information on the following discussion item.

Determining an appropriate comparison group for evaluation of school district indicators presents a challenge due to the wide disparity in school district characteristics. The campus comparison group methodology is not easily applied at the district level. For example, it may be impossible to identify similar comparison school districts for Houston ISD based on the indicators used in the campus comparison group methodology.

Option A) Base the District Distinction Designations on the number of Campus Distinction Designations.

Option B) Apply a higher target to Index 4 for Distinction Designations.

### **ATAC Recommendation D.2: District and Campus Postsecondary Readiness Distinction Designations**

#### *Recommended Postsecondary Distinction Designation Indicators*

1. 4-year or 5-year Graduation Rate or Annual Dropout Rate
2. STAAR Performance based on one or more tests at final Level II standard
3. Recommended High School Program/Distinguished Achievement Program (RHSP/DAP) Rates

#### *New Postsecondary Indicators:*

4. Modified College-Ready Graduates indicator,
5. Advanced Course/Dual Enrollment Completion (as reported on 2013 TAPR), and
6. Percent tested on Advanced Placement (AP) and International Baccalaureate's (IB) Diploma Program examinations. Note that the ATAC recommended a review of the current definition to adjust the denominator of this indicator. Currently the AP/IB Percent Tested is defined as the percent of students in grades 11 and 12 taking at least one AP or IB examination in any subject.

TEA staff will incorporate additional indicators of Postsecondary Readiness such as the Preliminary Scholastic Assessment Test (PSAT), the Scholastic Assessment Test (SAT), the American College Test (ACT), or the ACT Plan assessment program in order to meet House Bill 5 statutory requirements. The indicators used for Academic Achievement Distinction Designation (AADD) will be adjusted to apply to any or all subject areas.

**Campus Distinction Designations Methodology:** Apply the campus comparison group methodology used for Academic Achievement distinction designations. Campuses in the top 25% of the campus comparison group on a percent of their total indicators are assigned the postsecondary readiness distinction designation. AADD targets are also recommended:

- Elementary and middle school campuses in the top quartile on at least 50% of their eligible measures receive a distinction designation.

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- High schools in the top quartile on at least 33% of their eligible measures receive a distinction designation.

**Note that Index 4 outcomes cannot be used for Postsecondary Distinction Designations since additional indicators are specifically required by House Bill 5 for this distinction designation.**

### **District Distinction Designations Methodology:**

Two options are presented for the evaluation of district level distinctions.

1. *Select a statewide absolute target for each of the postsecondary distinction indicators.*
  2. *Select a statewide target for the percent of campuses within a district that attain postsecondary distinction designations.*  
ATAC recommends a rule that would disqualify a school district from a postsecondary distinction if any high school campus in the district fails to meet Index 4.
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- D.3.** Top 25% Closing Achievement Gaps: Planned for implementation in 2014, the campuses in the top quartile of their campus comparison group in performance on Index 3 earn this distinction designation.

**Staff Recommendation D.3:** Implement Top 25% distinction designation as planned.

**ATAC Recommendation D.3:** Agree with staff recommendation.

- D.4.** Reading/ELA and Mathematics Indicators: A number of proposed indicators of academic achievement in Reading/ELA and Mathematics were researched and implemented for use in 2014 academic distinction designation.

Additional indicators evaluated for Academic Distinction Designation in Reading and Mathematics:

- Grade 10 (PSAT and PLAN) and Grade 11 (PSAT) Participation.
- PSAT Grade 10 and Grade 11 Performance Indicators: ELA and Mathematics.
- PLAN Grade 10 Performance Indicators: English and Mathematics.

**Staff Recommendation D.4:** Implement additional Reading/ELA and Mathematics distinction designation indicators as planned.

**ATAC Recommendation D.4:** Agree with staff recommendation.

- D.5.** Science and Social Studies Indicators: Campus distinction designations will be awarded for academic achievement in Science and Social Studies. Separate advisory committees will be convened in February/March 2014 to develop new Science and Social Studies distinction designations.

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**Alternative Education Accountability (AEA).** HB 5 also requires the evaluation of dropout recovery schools (TEC Section 39.0545). See the *2014 Alternative Education Accountability Development* document for recommendations to meet the statutory requirements.

**Staff Recommendation AEA:** Expand the AEA provisions to include dropout recovery schools for 2014.

**ATAC Recommendation for AEA:** Agree with staff recommendation to adjust the evaluation criteria to meet HB 5 requirements, and also recommend the Index 4 Postsecondary indicators credit AEA campuses results as bonus points.

**Performance Reporting.** HB 5 specifies the development of the Texas School Accountability Dashboard and additional performance indicators added to the Texas Academic Performance Report. See the document *School Report Card and Texas School Accountability Dashboard* for more information.

**Item for Discussion:** Comment and feedback on the sample campus School Report Card and Texas School Accountability Dashboard statutory requirements is requested.

The development of a user-friendly reporting system is a charge of the agency under HB 5. Feedback from the ATAC Committee is critical to ensure that the reports are relevant tools for improving instruction and maintaining accountability.

**ATAC Recommendation PR:** Agree with the overall look of the 2013 SRC and recommend TEA remain aware of the specific needs of school districts which include ability to print the SRC in grayscale/black and white; providing a zipped file of individual PDF reports; including SRC definitions with the report; and the availability of Spanish versions of the SRC definitions.

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